**The Core and MORE Instruction Checklist**

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| **The CCSS Standard:**  **The Envision Lesson: 16-5: Problem Solving: Draw a Picture and Write an Equation** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| Students may mix up the numerator and denominator in the ratio. Make sure students have a strong basis of ratios. Also, make sure students create their tables correctly placing the numerator at the top. | Table, Ratio, Percent |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| Review what students already know by journaling: Ask them what is a table? How do we use them in math to help organize information? How can tables help us find patterns in our information? Have the students pair/share their answers. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary?   There is no new vocabulary needed to complete this lesson, but review vocabulary may include Table, Ratio, Percent.   1. How will you provide multiple opportunities for vocabulary to be used in context?   Use the vocabulary throughout the lesson. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  Show the students and example of a table: 10 of 15 people who went on youtube.com viewed the site funny baby.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Viewed Funny Baby | 10 | 20 |  |  | | Went on youtube | 15 | 30 | 45 | 90 |   *Explain to the students that by making a table they can organize their information to make it easier to find patterns. They can put the information into ratios and then solve future problems.* | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Show the learning video on 16-5.  Guide the students through the guided practice. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  *Have students complete 16-5 independent practice #’s 4-7 11,13,15* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| Have students complete quick check. Also, monitor the students during independent work to check for verbal and written understanding. Ask students why and how they got the answer. | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
| Assign students Center activities “Display the Digits” either practice or enrichment based on their quick check results. | |
| **HOMEWORK** | |
| Have students complete either practice or enrichment based on their quick check results. | |